

**THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY
TO EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1
KARTASURA**



RESEARCH PAPER

**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

Proposed By:

Ramadhan Djanu Wijaya

A 320 150 025

**SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2019

APPROVAL

THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY TO
EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

Proposed by:


Ramadhan Djanu Wijaya

A 320 150 025

This research paper has been approved by the advisor of faculty of Teacher Training and Education, Muhammadiyah University of Surakarta to be continued as research paper

Surakarta, June 21, 2019

Consultant,



(Nur Hidayat. M.PD)
NIK. 771

ACCEPTANCE

THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY TO EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

Proposed by:
Ramadhan Djanu Wijaya
A 320 150 025

Accepted and Approved by
Board of Examiners School Teaching and Training Education
Muhammadiyah University of Surakarta
On July 04, 2019

Team of Examiners

1. Nur Hidayat, M.Pd
(Chair Person)
2. Aryati Prasetyarini, M.Pd
(Member I)
3. Syahara Dina Amalia, M.Ed
(Member II)

(.....)
(.....)
(.....)

Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum

NIP 19650428 19903 1 001

PRONOUNCEMENT

I, the undersigned below,

Name : Ramadhan Djanu Wijaya

NIM : A320150025

Study Program : English Education Department

Title : The Use of Hot Potato Software in Teaching Vocabulary to
Eight Grade Students of SMP Muhammadiyah 1 Kartasura.

I hereby declare that this research paper is my real masterpiece. The things out of my masterpiece in this proposal are signed by citation and referred in the bibliography. If it is later proven that it has discrepancies, I am willing to take the sanctions according to the applicable regulations.

Surakarta June 21, 2019

Declared by



Ramadhan Djanu Wijaya

NIM. A 320 150 025

MOTTO

**If you're on the top because of yourself, you deserve it,
If you're happy because of yourself, you deserve it,
But if you're on the top and happy since you were born, you're just lucky.**

(The Writer)

**A man has a bigger responsibility than a woman. If you (man) can't ensure to
reach achievement, go with your mom in the kitchen.**

(The Writer's Father)

DEDICATION

This research papers dedicated to:

1. My dearest father and mother,
2. My beloved old brother,
3. My best friends,
4. My consultants and lecturers, and
5. All of my friends and the readers.

ACKNOWLEDGEMENT

Assalamu'alaikumwarahmatullahiwabarokaatuh

Alhamdulillahirobbil 'alamin. Thanks to Allah for His blessing and mercy. Praise is also given to Prophet Muhammad SAW, the great messenger, peace be upon him and his family.

The study realizes that this research paper would never be possible without other's help, therefore the researcher would like thank to people who have supported her personally and professionally over the years and during the arrangement of this paper. The study would like to express her deepest gratitude and appreciationfor:

1. Prof. Dr. Harun Joko Prayitno, M.Hum, the Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta,
2. Mauly Halwat Hikmat, Ph.D, the Head of English Education Department,
3. Nur Hidayat, M.Pd, as the consultant. Thank you for always giving and guiding advice for the study at a whole of this research paper arrangement,
4. Hepy Adityarini, Ph.D, the study's academic consultant who has given valuable advice and motivation during the study,
5. All the lecturers of English Education Department who have shared their knowledge to the researcher during the study,
6. His dearest father, mother, and brother who always pray for him and give love, motivation, support, advice, guidance all the things during the researcher composing the research,
7. His best friends, from Tournament Garangan group, Pampam, Tempor, Praba, Odhie, Adel, Andika, Fattah, Bang Riski, thank you so much for our memorable and wonderful moments that they always support and make joke to have high spirit in completing the study,
8. His lovely cat, Juki who always accompany him when writing this study,
9. His groups, Amadeus class thank you so much for our memorable and wonderful moments,
10. All of the study's friends in English Education Department 2015 Academic Year, especially Hanifa Qurrota A'yun,

11. The headmaster, English teacher, and all of teachers at SMP Muhammadiyah 1 Kartasura, thank you so much for the best relationship, support and kindness and,
12. Last but not least, for those who cannot be mentioned one by one who have supported her in finishing this research paper.

The writer realizes that this research paper is still far from being perfect. Therefore the writer will accept all positive, and constructive criticism and suggestion. Wassalamu'alaikumwr. wb.

The Researcher

Ramadhan Djanu Wijaya
NIM. A 320 150 025

THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY TO EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan (1) implementasi media Hot Potato dalam proses belajar mengajar vocabulary di SMP Muhammadiyah 1 Kartasura, (2) masalah yang dihadapi guru selama proses belajar mengajar vocabulary menggunakan media Hot Potato, dan (3) respon siswa selama proses belajar mengajar vocabulary menggunakan media Hot Potato di SMP Muhammadiyah 1 Kartasura. Tipe penelitian ini adalah kualitatif yang mana metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan analisis dokumen. Teknik analisis data yang digunakan adalah kualitatif deskripsi. Peneliti menggunakan subject para siswa dari SMP Muhammadiyah 1 Kartasura. Sebagai sampel, peneliti mengambil data dari 30 siswa dan 3 guru dengan acak. Data diambil dengan cara observasi di kelas sekaligus penyebaran lembar questionnaire kepada siswa kelas VIIIC dari SMP Muhammadiyah 1 Kartasura dan juga wawancara dengan guru Bahasa Inggris. Setelah data diambil, peneliti mendeskripsikan hasil temuan. Pembelajaran menggunakan media Hot Potato berlangsung selama dua pertemuan. Media sangat cocok dalam pembuatan soal dari materi-materi vocabulary yang diajarkan. Beberapa hasilnya adalah media Hot Potato memberikan dampak positif dalam pembelajaran vocabulary. Media Hot Potato membantu siswa untuk lebih memahami materi dengan soal-soal yang dibuat oleh program tersebut. Media Hot Potato membuat siswa menjadi kreatif dan lebih mudah dalam menjawab soal-soal dari materi pembelajaran. Sehingga proses pembelajaran lebih menyenangkan, para siswa juga dapat memperkaya vocabulary mereka.

Kata Kunci: Pembelajaran Bahasa Inggris Vocabulary, media Hot Potato, vocabulary

ABSTRACT

This research paper aims to describe (1) the implementation in teaching learning process of using Hot Potato software as medium in teaching vocabulary, (2) the problems of teacher in using Hot Potato software as medium in teaching vocabulary, and (3) the responses of students in using Hot Potato software as medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura. The type of research is qualitative which the methods to collect the data are observation, interview, and document analysis. The technique for analyzing data used in this research is descriptive qualitative. The research was done to the second year students of SMP Muhammadiyah 1 Kartasura. Like the sample, the author took data from 30 students and 3 students randomly. The data were collected from the observation and spread questionnaire inside the classroom to students and also interview with the English teacher. After the data were collected, the author describing them. Teaching-learning using Hot Potato was conducted in two meetings. The media is appropriate to create a question from vocabulary materials that have been taught. There is some result, Hot Potato software gives positive impact in teaching-learning vocabulary. The Hot Potato software helps student more understand to comprehend the material which is made by the program. Hot Potato makes students more creative and answering questions from material easier. Therefore, the teaching learning process is more fun, students are able to improve their vocabulary.

Keywords: Vocabulary English learning, Hot Potato media, vocabulary

TABLE OF CONTENTS

COVER	i
APPROVAL.....	ii
ACCEPTANCE	iii
PRONOUNCEMENT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRAK	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF PICTURE	xiv
LIST OF APPENDIX	xv
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Scope of the Study.....	3
1.3 Research Question.....	4
1.4 Objectives of the Study	4
1.5 Benefits of Study	5
CHAPTER II RELATED LITERARY REVIEW	6
2.1 Previous Study.....	6
2.2 Theoretical Review.....	14
2.2.1 The Notion of Vocabulary.....	14
2.2.1.1 Definition of Vocabulary.....	14
2.2.1.2 Types of Vocabulary	15
2.2.1.3 Vocabulary Mastery	15
2.2.1.4 The Importance of Vocabulary.....	16
2.2.2 Teaching Vocabulary	17
2.2.3 Teaching Media.....	18

	2.2.4 The Notion of Hot Potato	18
	2.2.4.1 Definition of Hot Potato	18
	2.2.4.2 The Elements of Hot Potato	20
CHAPTER III	RESEARCH METHOD	29
	3.1 The Type of Research.....	29
	3.2 Subject and Object of the Research.....	29
	3.3 Data and Data Source	29
	3.4 Technique for Collecting Data	30
	3.5 Technique for Analyzing Data	31
	3.6 Credibility of Data	32
CHAPTER IV	RESEARCH FINDING AND DISCUSSION	33
	4.1 Findings	33
	4.2 Discussion	53
CHAPTER V	CONCLUSION AND SUGGESTION	57
	5.1 Conclusion.....	57
	5.2 Suggestion	58
BIBLIOGRAPHY	59
APPENDIX		

LIST OF TABLE

Table 2.1 Table of Positioning	12
--------------------------------------	----

LIST OF PICTURE

Picture 2.1	Display of Jcloze.....	21
Picture 2.2	Hot Potato Program Jcloze	21
Picture 2.3	Keywords of Jcloze.....	22
Picture 2.4	Clue of Jcloze.....	22
Picture 2.5	Create Write Page of Jcloze.....	23
Picture 2.6	Display of Task.....	24
Picture 2.7	Text of Box of Jcloze.....	24
Picture 2.8	Display of JQuiz	25
Picture 2.9	Exercise in JQuiz	26
Picture 2.10	Create Web Page of JQuiz.....	27
Picture 2.11	Display of Task.....	27
Picture 2.12	Display of Answer of JQuiz.....	28
Picture 4.1	Question of JQuiz	38
Picture 4.2	Observation of JQuiz Applied	39
Picture 4.3	Observation of Using JQuiz.....	39
Picture 4.4	Material of Book to JQuiz	40
Picture 4.5	Example of Assignment.....	41
Picture 4.6	Question of Jcloze.....	41
Picture 4.7	The Answer of Student	42
Picture 4.8	Observation of Using Jcloze	43
Picture 4.9	Questionnaire of Student 1	51
Picture 4.10	Questionnaire of Student 2	52

LIST OF APPENDIX

Appendix 1 Field Note	62
Appendix 2 Interview of Teacher	66
Appendix 3 Interview of Student.....	74
Appendix 4 Syllabus.....	79
Appendix 5 Hot Potato Program	89
Appendix 6 Materials & Exercise	93
Appendix 7 Observation.....	110
Appendix 8 Questionnaire	114
Appendix 9 Documents	129